**Harrisburg Area Community College**

**HIST 103 - History of the United States I**

**COURSE SYLLABUS**

LARRY R. GEIB

TERM: Fall 2011

CRN & Credit Hours: 23215; 3 credits

Class Room #: 108 PHS  
PALMYRA AREA HIGH SCHOOL  
1125 PARK DRIVE

PALMYRA, PA. 17078

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**(office hours will be from 7:30 am until 3:45 pm or as needed)**

**CATALOG DESCRIPTION: HACC 103**

History of persons and events that have contributed to the American way of life. Topics include settlement of the new continent, the American Revolution, construction of a constitution and government and the development of an economic system. Problems of reconciling differences among various groups are considered in relation to the Civil War. (Core B)

(This is what we have in our course description booklet. Students must take both 103 and 104 to meet state standards.)

1321 Advanced Pennsylvania and United States History – Grade 11

American History 103 & 104

(Weighted) 2 Credits

This Dual Enrollment  American History course with HACC replaces the former Advanced PA/US History course (AP American History) and fully meets the graduation requirements  in Social Studies for all Palmyra High School students during the 11th grade year. It is a full year 2 credit course (that can earn you 6 college  credits from HACC upon completion of the course with a C (70%) or above) and is strongly recommended to any student considering going to college. This course will meet all the requirements for AP and will prepare any student interested in taking the Advanced Placement American History exam in May.

Although all course information will be handed out to students as needed a complete syllabus containing outlines, assignments, note sheets and work sheets can be found on line at [www.pasd.us](http://www.pasd.us). Locate moodle at the bottom left and log in. (select PHS, than course categories, Social Studies, and finally course)

**GENERAL STATEMENT**

We as members of the History/Social Studies Department at Palmyra Area High School have expanded the Advanced PA/US History course (beginning with Old World Background and Pre Columbus Indian Cultures to Present Day American Society) to also include units on Pennsylvania Studies and Geography to meet required State Standards. A special emphasis is placed on the writing of essays in the AP US History format both in tests and projects with the objective of preparing the student for college and for success on the AP US History exam. Each unit will also include instructional analysis and interpretation of a wide variety of primary sources such as documentary material, maps, statistical tables, work of art and pictorial and graphic materials supplied by our High School Library, Glencoe Publishing Company and my own personal collection. At Palmyra we use the block schedule of 90 periods of 72 minutes in length per semester. To meet all requirements and standards this will be a full year course (two semesters).

**REQUIRED ELEMENTS**

Each student will be required to:

1. Historical Book Report – book assigned by the teacher (there will be both a written paper and oral presentation to teacher were questions dealing with historical preparation will be discussed)
2. Historical Reading Research Papers based on the idea of the Document-Based Essay Question of the AP Exam. This is to include a written paper and an oral presentation to the class along with an outline and visual aid.
3. Here is a list of Observations/Questions Pertinent to the Evidence taken from AP Materials to help students analyze evidence and interpretations presented in historical scholarship. ( not all of the following will be relevant to each item)
   1. What is the literal meaning of the document.
      1. Biography of the author(s)
      2. Outline of historical times
      3. Reasons for the Document being written
      4. Reaction of others to the writing of the Document

b. How well situated was the author to observe and record the event?

c. Is bias a factor? (ideological, class, personal}

d. Is specialized information necessary to understand the document? If so, for which parts.

e. Does the report correspond to the dictates of formal common sense?

f. Is there corroboration with others.

(www.yale.edu.lawweb/avalon/imt/imt.htm).

DOCUMENT LIST

1. The Magna Carta – (1215)
2. Mayflower Compact – (1620)
3. English Petition of Right – (1628)
4. The Fundamental Orders of Connecticut – (1639)
5. The English Bill of Rights – (1689)
6. Articles of Confederation – (1777)
7. Treaty Of Paris – (1783)
8. Virginia Plan – (1787)
9. New Jersey Plan – (1787)
10. Connecticut Compromise – (1787)
11. Federalist Papers, No. 10 & No. 51 – (1787-1788)
12. President George Washington’s First Inaugural Speech – (1789)
13. Bill of Rights, I –V – (1791)
14. Bill of Rights, VI – X – (1791)
15. President George Washington’s Farewell Address – (1796)
16. Alien and Sedition Acts – (1798)
17. Supreme Court, Marbury v. Madison – (1803)
18. “The Star-Spangled Banner”, Francis Scott Key – (1814)
19. Supreme Court McCulloch v, Maryland – (1819)
20. Missouri Compromise – (1820)
21. Monroe Doctrine – (1823)
22. Supreme Court, Gibbons v. Ogden – (1824)
23. Supreme Court, Worcester v. Georgia, Indian Removal – (1832)
24. Compromise of 1850
25. Kansas-Nebraska Act – (1854)
26. Supreme Court, Scott v. Sanford – (1857)
27. Homestead Act – (1862)
28. Morrill Act – (1862)
29. Emancipation Proclamation – (1862)
30. Gettysburg Address –(1863)
31. President Abraham Lincoln’s Second Inaugural Address – (1865)
32. 13th Amendment to the U.S. Constitution, Abolition of Slavery – (1865
33. Maps and Map Tests on geography, history and modern states of the World.
34. Unit Tests to include: short answer, multiple-choice, time lines, matching and essay both in class and take home. **Questions for each section will include both an analytical and interpretive nature.**
35. Pennsylvania State Travel Log

**Point Distribution**

**PHS Grading System HACC Grading System**

A = 93-100

A- = 90-92 A = 90-100

B+ = 87-89

B = 83- 86 B = 80-89

B-= 80-82

C+= 77-79

C = 73–76 C = 70-79

C-=70–72

D+=69– 67

D = 63 66 D = 60-69

D-= 62-60

**Make-Up Policy**

**A student will have 5 school days to make up any work missed by an excused absence unless other arrangements are made.**

**CLASS PARTICIPATION:**

Students are free to raise questions to seek clarification of lecture and textbook information and to challenge the instructor, but no points for a grade are awarded for class participation unless they are related to an assigned class project.

**LEARNING OUTCOMES:** Upon successful completion of the course the student will beable to:

* Describe the constitutional ideals and fundamental political institutions of the United States
* Assess the differences between historical certainty and national historical mythology relating to United States History
* Explain the historical foundations of important political, economic, and social issues, foreign and domestic, facing the United States today
* Describe some of the contributions made by historically marginalized or “minority” groups of people to the history and development of the United States as a nation
* Interpret, evaluate and synthesize written, oral and/or visual historical data, evidence, and sources

**HIST - 103 Planned Sequence of Learning Activities [*§335.2*]**

[These must be designed to help students achieve the learning outcomes.]

## Making a “New” World one week

A Continent on the Move, 1400-1725 one week

Founding the English mainland Colonies, 1585-1732 one week

**NOTE TEST – TAKEHOME ESSAY**

The English Colonies in the Eighteenth Century, 1689-1763 one week

Deciding Where Loyalties Lie, 1763-1776 one week

**NOTE TEST – TAKEHOME ESSAY**

Recreating America: Independence and a New Nation, 1775-1783 one week

Competing Visions of the Virtuous Republic, 1770-1796 one week

The Early Republic, 1796-1804 one week

**NOTE TEST – TAKEHOME ESSAY**

Increasing Conflict and War, 1805-1815 one week

The Rise of a New Nation, 1815-1836 one week

The Great Transformation, 1828-1840 and West one week

Responses to the Great Transformation 1828-1840 one week

**NOTE TEST – TAKEHOME ESSAY**

Westward Expansion and Manifest Destiny, 1841-1849 one week

Sectional Conflict and Shattered Union one week

A Violent Choice: Civil War, 1861-1865 one week

**NOTE TEST – TAKEHOME ESSAY**

**STUDENT ASSIGNMENTS FOR HIST 103:**

**5 Note Tests – 100 points each**

**5 Take Home Essays – 50 points each**

**Pennsylvania Travel Log Project – 200 Points**

**Map Projects – 50 points**

**Historical Document Projects – 200 points**

**Book Report – 200 points**

**TEXTBOOKS and READINGS BOOK**

Brinkley, Alan American History A Survey (9th. Ed.) New York: McGraw-Hill, Inc., 1995

Stevens, Sylvester K. Exploring Pennsylvania New York: Harcourt, Brace & World Inc. 1963

Yale University Documents [www.yale.edu.lawweb/avalon/imt.htm](http://www.yale.edu.lawweb/avalon/imt.htm)

Library of Congress [www.loc.gov/index.html](http://www.loc.gov/index.html)**COURSE INFORMATION**

**Meeting time/Location** – everyday for 90 days (70 minute periods) Room 108

**Five Period Schedule**

|  |  |  |
| --- | --- | --- |
| **Class** | **Time** | Minutes |
| **Period 1** | **7:50 – 9:15** | **85**  **Homeroom included** |
| **Period 2** | **9:19 – 10:29** | **70** |
| Period 3 | **10:33 – 12:17**  **Lunch – 10:33 – 11:03**  **Class – 11:07 – 12:17** | **Total = 100**  **Lunch = 30**  **Class = 70** |
| **Period 4** | **10:33 – 12:17**  **Class – 10:33 – 11:10**  **Lunch – 11:10 – 11:40**  **Class- 11:44 – 12:17** | **Total = 100**  **Class = 37**  **Lunch = 30**  **Class = 33** |
| **Period 5** | **10:33 – 12:17**  **Class – 10:33 – 11:47**  **Lunch – 11:47 – 12:17** | **Total = 104**  **Class = 74**  **Lunch = 30** |
| **Period 6** | **12:21 – 1:31** | **70** |
| **Period 7** | **1:35 – 2:45** | **70** |

**Note:**

* **74 minutes classes include 4 minutes of pass time.**
* **Homeroom is included in the first period**
* **First period begins five minutes late**

**Delayed Opening Time**

Palmyra Area School District policy:

one or two hour delay

reduce time of first and second period

**Academic Dishonesty**

Palmyra School District Policy

**ACADEMIC DISHONESTY: HACC**

Academic honesty is one of the fundamental principles upon which the College was founded and upon which it must operate to continue to perform its most important function. Students are expected to be honest in all of their academic endeavors. The College views academic dishonesty as a serious breach of conduct. Depending upon the nature and severity of the dishonest act, the faculty and the College may discipline a student for verifiable acts of dishonesty occurring in or out of the classroom. Specific procedures for handling incidents of academic dishonesty are contained in Administrative Procedure 594. A student will be penalized with a zero on **any** exercise if he/she engages in academic dishonesty.

**PLAGIARISM PROCEDURE**

**Definition:**

Plagiarism is the uncredited use of another's words or *ideas.* If a student uses someone else's words, he/she must put quotation marks around them and credit the source in a parenthetical citation, and Works

Cited page. If a student *paraphrases* the words of others, or puts those ideas in his/her own words, it still must be made clear (by way of citations) that the ideas belong to and originate from another person. Information considered to be common knowledge does not require a citation. This will ultimately be determined as such by the teacher. Failure to credit borrowed words or ideas is a serious breach of academic integrity, which undermines this educational institution.

Plagiarism may include any of the following:

1. Submitting as one's own an assignment written (in part or as a whole) by someone else.
2. Copying someone else's words and/or ideas and representing them as one's own.
3. Using material from another source without citations.
4. Omitting quotation marks from material that is quoted verbatim from another source.

**Consequences:**

Once plagiarism is proved (i.e., the original source is located, or the student admits the offense), the following consequences will ensure:

• The student will be assigned a zero for the assignment in question.

• Parents will be notified.

• The administration will be notified.

*Borrowed in part from: Harris, Robert A. The Plagiarism Handbook. Los Angeles: Pyrzak Publishes, 2001. Harrisburg High School Harrisburg, IL*

EEOC/PHRC Statements

**EEOC Policy 005:** It is the policy of Harrisburg Area Community College, in full accordance with the law, not to discriminate in employment, student admissions, and student services on the basis of race, color, religion, age, political affiliation or belief, gender, national origin, ancestry, disability, place of birth, General Education Development Certification (GED), marital status, sexual orientation, gender identity or expression**,** veteran status, or any legally protected classification. HACC recognizes its responsibility to promote the principles of equal opportunity for employment, student admissions, and student services taking active stepsto recruit minorities and women.

Inquiries should be directed to the Assistant to the President, One HACC Drive, Harrisburg, PA 17110, Telephone (717) 221-1300 - Extension 1537.

**PHRC Statement:** The Pennsylvania Human Relations Act (“PHRAct’) prohibits discrimination against prospective and current students because of race, color, sex, religious creed, ancestry, national origin, handicap or disability, record of a handicap or disability, perceived handicap or disability, relationship or association with an individual with a handicap or disability, use of a guide or support animal, and/or handling or training of support or guide animals.

The Pennsylvania Fair Educational Opportunities Act (“PFEOAct”) prohibits discrimination against prospective and current students because of race, religion, color, ancestry, national origin, sex, handicap or disability, record of a handicap or disability, perceived handicap or disability, and a relationship or association with an individual with a handicap or disability.

Information about these laws may be obtained by visiting the Pennsylvania Human Relations Commission website at www. phrc.state.pa.us.

If an accommodation is needed, please contact:

<http://www.hacc.edu/StudentServices/DisabilityServices/Contact-Us.cfm>

**Attendance & Withdrawal Policy** :

**ADMINISTRATIVE PROCEDURE 661**

STUDENT ATTENDANCE

**I. PURPOSE**

Provides procedures for faculty to administer College-approved attendance policies for lecture courses and laboratories. (College Policy661).

# II. DEFINITIONS

Excused absence – An absence that occurred for reasons that were: a) beyond the student’s control to prevent, and b) significant enough to reasonably prohibit attendance in class.

Unexcused absence – an absence that is not excused.

**III. PROCEDURES**

1. The College is required by law to make attendance reports to the relevant agencies of students who are funded by veterans' benefits, social security payments, and various other federal, state, or private scholarship programs. Students in programs that are accredited/approved by external agencies must observe these special attendance policies delineated by the external agencies and contained in the printed course syllabus.

**Students who receive all “F” grades or a combination of all “F” and “W” grades for a term will have their aid eligibility recalculated at the end of the term. When this occurs, students may owe money on their account even if the term is over. Refer to AP 513, Financial Aid Satisfactory Academic Progress (FASAP) and Appeals Policy, for more details. Faculty will maintain accurate attendance records that indicate the last date attended for students receiving “W” or “F” grades who did not complete the course.**

B The determination of what constitutes an excused versus an unexcused absence shall be made by the instructor.

C. **An instructor may require a student to furnish documentation substantiating that an absence should be considered “excused” if absences become excessive or occur at questionable times (for example, on the day of an exam).**

D. Instructors may reduce course grades after unexcused absences exceed 10% of the total class hours that will take place throughout the semester.

E. Instructors may drop a student from a class with the concurrence of the division**/**campus administrator when unexcused absences exceed 15% of the total class hours that will take place throughout the semester and when the excessive absences preclude the possibility of the student attainingthe stated learning outcomesfor the course.

F. Individual course attendance policies shall be consistent with this procedure. Instructors must include in their written course syllabus a statement defining specific attendance policies for their individual courses. The printed course syllabus containing the attendance policy should be distributed during the first day of class. Under unusual circumstances, the syllabus may be distributed after the first day of class, but in no event shall it be distributed later than the first week of class.

G. Students are expected to attend all scheduled classes/laboratories and are responsible for all class work and assignments.

H. The College expects that instructors provide absent students with the chance to make up work, if feasible**,** when an absence has been excused.

I. Students are subject to procedures and requirements approved under this administrative procedure, which will be printed in the Student Handbook.

# Division or discipline faculty groups may develop attendance policies or guidelines for faculty in their respective group. Such policies shall be consistent with AP 661.

LEG/EVB - 4/19/01

RRY/EVB - 5/19/05

GRADING HISTORICAL ARTICLES NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PERIOD\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TOPIC - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Oral Grade - 100 Points**

\_\_\_/**40 points** - visual aid

\_\_\_/**20 points** - outline

\_\_\_/**40 points** - presentation of paper

**\_\_\_/100 total points**

**Written Paper Grade - 100 Points**

\_\_\_/**20 points** - Bibliography (must use 6 sources)

a. must use citations from 3 sources

b. use MLA style

c. may use only 2 citations from www

**-20** additional points will be deducted from paper grade if a,b,c are not followed

\_\_\_/**80 points** - paper

**-10** points for use of contractions

**\_\_\_/100 total points**

**PA/U.S. HISTORY** **NAME**

**TRAVEL LOG - ASSIGNMENT SHEET** **PERIOD**

**MR. GEIB**

**Each student is required to develop a 5 day trip and write a Travel Log on it**.

1. In writing a Travel Log the following procedure should be used.

A. Select the Historical area of interest you wish to visit.

B. Locate this area on the map and decide what areas of interest are located within it.

C. Write a brief summary on each place of interest and locate it on a map procured from a local source.

D. Indicate your means of travel to these areas, where you

would stay and the approximate time needed for your trip.

2. Source of Information

A. Travel Agencies

B. Pennsylvania Historical and Museum Commission

C. Pennsylvania Fish Commission

D. Pennsylvania Game Commission

E. Department of Forest and Water

F. Bureau of Travel Development

G. Public Information Office Department of Highways

H. Bureau of Industrial Development

I. AAA Pennsylvania Motor Federation

(for address - check Library or see Mr. Geib)

3. Travel Log should either be typed or written in ink on white composition paper.

4. Travel Log Check List

\_\_\_\_\_map of state showing places of interest (region)

\_\_\_\_\_summary of places of interest

\_\_\_\_\_means of travel, accommodations list, time chart, prices

\_\_\_\_\_picture

NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pick a leadership trait from the following list that

you feel is the most important one that a leader

should have and explain why.

bearing -

courage-

decisiveness-

dependability-

endurance-

enthusiasm-

initiative-

integrity-

judgement-

justice-

knowledge-

loyalty-

tact-

unselfishness-

**ADVANCED PA. / U. S. HISTORY NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Worksheet PERIOD\_\_\_\_\_\_\_DATE\_\_\_\_\_\_\_\_\_**

**UNIT #1 – Development of Religious Toleration in the English Colonies of North America**

Textbook reading assignment-

Directions:

1. each student will be responsible for one of the websites on the work sheet dealing with either Roger Williams, William Penn, George and Cecil Calvert \* (this is a father and son team make sure you document which one you are talking about)

2. each student will be required to create a 10 item list of contributions, events or ideas about the three colonial leaders \*(make sure to include the following if possible)

a. dates of their lives

b. religious background

c. educational background

d. any major writings- titles and topics

e. policy toward religion

f policy towards the Indians

g. creation of colonial governments

Roger Williams

<http://www.rogerwilliams.org/biography.htm>

<http://homepages.rootsweb.com/~sam/roger.html>

<http://www.ratical.org/many_worlds/6Nations/EoL/chp5.html>

<http://www.answers.com/topic/roger-williams>

<http://en.wikipedia.org/wiki/Roger_Williams_(theologian>)

<http://www.nndb.com/people/565/000050415/>

**ADVANCED PA. / U. S. HISTORY NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Worksheet PERIOD\_\_\_\_\_\_\_DATE\_\_\_\_\_\_\_\_**

With the exception of the first entry under George Calvert all other students assigned to this section will have both a First Lord Baltimore and a Second Lord Baltimore to read

**George Calvert (First Lord Baltimore)**

[**http://www.usahistory.info/southern/Maryland.html**](http://www.usahistory.info/southern/Maryland.html)

[**http://www.heritage.nf.ca/avalon/history/settlement.html#lord**](http://www.heritage.nf.ca/avalon/history/settlement.html#lord)

[**http://mdroots.thinkport.org/library/georgecalvert.asp**](http://mdroots.thinkport.org/library/georgecalvert.asp)

[**http://en.wikipedia.org/wiki/George\_Calvert,\_1st\_Baron\_Baltimore**](http://en.wikipedia.org/wiki/George_Calvert,_1st_Baron_Baltimore)

[**http://www.mdarchives.state.md.us/msa/speccol/sc3500/sc3520/002100/002167/html/msa02167.html**](http://www.mdarchives.state.md.us/msa/speccol/sc3500/sc3520/002100/002167/html/msa02167.html)

[**http://www.virginiaplaces.org/religion/catholics.html**](http://www.virginiaplaces.org/religion/catholics.html)

**Cecil Calvert (Second Lord Baltimore)**

[**http://www.aboutfamouspeople.com/article1020.html**](http://www.aboutfamouspeople.com/article1020.html)

[**http://mdroots.thinkport.org/library/cecilcalvert.asp**](http://mdroots.thinkport.org/library/cecilcalvert.asp)

[**http://www.marylandtheseventhstate.com/article1002.html**](http://www.marylandtheseventhstate.com/article1002.html)

[**http://www.absoluteastronomy.com/encyclopedia/C/C/C%C3**](http://www.absoluteastronomy.com/encyclopedia/C/C/C)

[**%A6cilius\_Calvert,\_2nd\_Baron\_Baltimore.htm**](http://www.absoluteastronomy.com/encyclopedia/C/C/C%E6cilius_Calvert,_2nd_Baron_Baltimore.htm)

[**http://www.mdarchives.state.md.us/megafile/msa/speccol/sc3500/sc3520/000100/000191/html/191bio.html**](http://www.mdarchives.state.md.us/megafile/msa/speccol/sc3500/sc3520/000100/000191/html/191bio.html)

**William Penn**

[**http://xroads.virginia.edu/~CAP/PENN/pnintro.html**](http://xroads.virginia.edu/~CAP/PENN/pnintro.html)

[**http://www.quaker.org/wmpenn.html**](http://www.quaker.org/wmpenn.html)

[**http://www.quakerinfo.com/quakpenn.shtml**](http://www.quakerinfo.com/quakpenn.shtml)

[**http://www.2020site.org/penn/**](http://www.2020site.org/penn/)

[**http://www.phmc.state.pa.us/ppet/penn/page1.asp?secid=31**](http://www.phmc.state.pa.us/ppet/penn/page1.asp?secid=31)

[**http://www.spartacus.schoolnet.co.uk/REpenn.htm**](http://www.spartacus.schoolnet.co.uk/REpenn.htm)

PA/US HISTORY WORKSHEET NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

MR. GEIB PERIOD\_\_\_\_\_\_\_\_\_\_\_DATE\_\_\_\_\_\_\_\_\_\_\_

Pa Unit # 1 Study Guide:

1. What does the word Pennsylvania mean? Why was this the name chosen by William Penn for his colony?
2. Describe the PA flag.
3. Why do we call PA the second state?
4. How many counties are in PA?
5. What two products make up the largest percentage of agricultural income?
6. Where was the first oil well in PA established?
7. Where do most Pennsylvania Dutch live?
8. Where are most of the Amish living in PA?
9. What is another name for the Quakers?
10. Who founded the Quakers?
11. Why did William Penn call PA a Holy Experiment?
12. What is the State Motto?
13. Which states border PA?
14. What are PA’s two largest metropolitan areas?
15. What are the five geographic regions of PA? Describe each.
16. What type of Climate exists in PA? What is average temperature?
17. What is the highest point in PA?
18. What is Philadelphia’s nickname?
19. What is the only Great Lake that borders PA?
20. What is Three Mile Island? Why is it significant ?
21. What is a commonwealth?
22. PA has a bicameral General Assembly. What is a bicameral assembly?
23. What type of primary elections are held in PA?
24. How many members are in the PA House of Representatives? How many terms can they serve?
25. How many members are in the PA Senate? How many terms can they serve?
26. How many electoral votes does PA have in a presidential election?
27. Who is the PA Governor? What is the Governor’s political party?
28. Who is your PA Representative ? What is your Representative’s political party? What is your Congressional District #?
29. Who is your PA Senator? What is your Senator’s political party? What is your Senatorial District #?
30. Who is your US Representative from PA? What is your US Representative’s political party? What is your US Legislative District #?
31. Who are your US Senators from PA? What are their political parties?
32. What was Pennsylvania’s economy traditionally based upon?
33. What were the important industries in PA in the past? What are the important industries in PA today?
34. How long has PA been inhabited?
35. Who were the first inhabitants of PA?
36. Who granted a charter to William Penn to establish PA? Who did the land actually belong to?
37. To what religious group did William Penn belong?
38. Which documents were signed in Independence Hall?
39. What city was capital of Pennsylvania when the colony was first established?
40. What was the dominant Eastern American Indian military power of the 18th century?
41. What is the difference between Mennonites and Amish?
42. What is the PA Gubernatorial term limit?
43. Is there a term limit for Representatives and Senators?
44. What is the title of the Governor’s second in command?
45. What is the capital of PA?
46. What is the state bird?
47. What is the state beverage?
48. What is the state insect?
49. What is the state dog?
50. What is the state animal?
51. What is the state flower?
52. What is the state nickname?
53. What is the state tree?
54. What is the state motto?
55. What is the state dance?
56. Who is the Governor?

**FIRST SEMESTER**

**DISCOVERING AND SETTLING THE AMERICAS 1000-1750**

I. Basic reasons for a search for an all water route to Asia.

II. Medieval Background

III. European Explorers

A. Portugal

B. Spain

C. France

D. England

IV. Spain in the New World

A. Government

B. Contributions

C. Spanish Armada V. England in the New World

A. Charter of 1606

B. Jamestown - 1607

1. Early Problems

2. Leadership

3. 1619

a. House of Burgesses

b. Unmarried Women

c. Slaves

VI. Indians of Pennsylvania

A. Population (language group)

1. Algonkion

2. Iroquion

B. Indian Appearance and Dress

C. Indians of War and Peace

D. Indian Village Life

1. Family

2. Division of Labor

3. Idea of Property

4. Organization of Society

5. Indian Justice

6. Religion

1. Major Reasons why Englishmen came to the New World

VIII. New England Colonies

A. Pilgrims - 1620

1.MayflowerCompact 2. Squanto

B. Massachusetts Bay Colony - 1630

1. Puritan Colony - John Winthrop

2. General Court

C. Rhode Island - 1636

1. Ideas

2. Roger Williams

D. Connecticut - 1636

1. Thomas Hooker

2. Fundamental Orders of Connecticut

E. New Hampshire and Maine 1630’s

IX. Middle Colonies

A. New York .

1. Dutch Colony

a. Henry Hudson

b. Peter Minuit

c. Peter Stuyvesant

2. English control

a. Duke of York

b. Arbitrary Rule – 1688

c. Glorious Revolution of 1688

B. Pennsylvania – 1681 and Delaware – 1682

1. Quakers

2. William Penn

C. New Jersey – 1664

X. Southern Colonies

A. Maryland - 1634

1. George Calvert

2. Religious Toleration Act of 1649

B. North Carolina - 1653

C. South Carolina - 1670

D. Georgia - 1732

1. James Oglethorpe

2. Debtor Colony

CRITICAL THINKING

Historian Alfred W. Crosby once remarked, " The Columbian exchange of peoples, plants, products, disease, and people was the most important event in human history since the end of the Ice Age..." What evidence would you use to support Crosby's statement?

**COLONIAL AMERICA**

I. French claims to North America

A. Explorers

1. Verrazona

2. Cartier

3. Samuel de Champlain

4. Father Marquette and Joliet

5. La Salle

B. Coureur do Bois

C. Weakness of New France

II. Colonial Wars

A. France vs. England

1689-1697 King William’s War

1702-1713 Queen Anne’s War

1740-1748 King George’s War

1756-1763 French and Indian War

B. Causes and Results

III. Mercantilism

IV. Triangular Trade

V. English Colonies

A. Three Groups

1. New England

2. Middle

3. Southern

B. Population Centers

C. Pioneer Farmer

VI. Domestic Development A. Religious Toleration B. Education

C. Self Government

D. Melting Pot

CRITICAL THINKING

Compare the economies of the Southern, Middle, and New England colonies in the 1700's. How were they alike? How were they different?

**AMERICAN REVOLUTION**

I. Problems facing the British Empire after 1763

A. Need for revenue

B. British policy

C. American reaction

II. Causes of the American Revolution

A. Division of Population

B. Early Leaders

C. Reasons for Independence

D. Reasons for Caution

III. Declaration of Independence

A. Writers

B. Parts

IV. War

A. Battles

B. Leadership

V. Why England lost her Colonies

VI. Treaty of Paris

VII. Articles of Confederation A. Government B. Land Ordinance of 1785

C. Northwest Ordinance of 1787

VIII. Weakness of the Articles

A. Shay’s Rebellion B. Lack of power

C. Annapolis Convention -1786

IX. Constitution

A. Leadership

B. Major Problems and Compromises

C. Rise of Political Parties

D. Ratification

E. Amendments

F. New Government

CRITICAL THINKING

“Despite the view of some historians that the conflict between Great Britain and its thirteen North American colonies was economic in origin, in fact the American Revolution had its roots in politics and other areas of American Life”. Assess the validity of this statement.

**A NEW NATION**

I. A New Government

A. Judiciary Act of 1789 Republicans

B. Election of 1789 Federalists

C. First Cabinet National Bank

D. Financial Problems

E. Foreign Policy

F. Domestic Policy Fallen Timbers

II. Manifest Destiny Edmond Genet

III. Foreign Policy 1800-1825 Proclamation of Neutrality-1793

A. Louisiana Purchase-1803

B. War of 1812 Jay Treaty- 1794

C. Treaty of 1819- Florida Pinckney Treaty-1795

D. 1819-1825 - Latin American Wars of Independence XYZ Affair-1797-179 Aaron

E. Monroe Doctrine - 1823 John Marshall

IV. First American Industrial Revolution Lewis, Clark, Pike

A. Inventors Barbary States

B. American System War Hawks

V. American Culture Oliver Perry

VI. Rise of the Supreme Court William Henry Harrison

VII. Andrew Jackson Dolley Madison

A. Indian Policy Francis Scott Key

B. Domestic Policy Andrew Jackson

1.Economic Treaty of Ghent

2.State vs. National Government “Era of Good Feeling” 1816-1824

VIII. Sectionalism Samuel Slater

A. Henry Clay-West James Watt

B. John C. Calhoun-South Robert Fulton

C. Daniel Webster-North

IX. Latin American Wars of Independence

CRITICAL THINKING

What issues dominated the election of 1800 and drove a wedge between Federalists and Jeffersonian Republicans? What was significant about the outcome of this presidential election?

**BUILDING THE AMERICAN NATION**

I. Transportation Systems

A. Roads and Highways

B. Canals

C. Steamboats

D. Railroads

E. Clipper Ships

II. Rise of Industry

A. Inventors

B. Types of Ownership

C. Labour

D. Immigration

III. King Cotton

A. Plantation System

B. Abolitionists

C. Border States

D. Social Classes

IV. Manifest Destiny - Foreign Policy

A. Oregon Country

B. Texas Annexation C. Mexican War

D. California Gold Rush

E. Mormon Church

F. Canadian Policy

G. Gadsden Purchase

H. Ostend Manifesto

CRITICAL THINKING

In the first half of the nineteenth century, the American cultural and intellectual community contributed to the development of a distinctive American national consciousness. Assess the validity of this statement.

**CIVIL WAR**

I. American Literature

II. Education

III. Equal Rights for Women

IV. Political Compromise 1820-1860

V. Domestic Ideas 1856-1861

VI. Causes of the Civil War

VII. Civil War

A. Theaters of the War

B. Major Objectives of the War

C. Advantages of North and South

D. Battles and Generals

E. Financing of the Civil War

F. Europe and the Civil War

G. Domestic Policy

CRITICAL THINKING

Explain why northern whites who opposed slavery and southern whites who supported slavery both felt they were fighting to defend liberty.